



East Midlands Academy Trust

Primary RSE Curriculum Overview



Families and people who care for me		Caring Friendships		Respectful Relationships		Online Relationships		Being Safe	
R1	That families are important for children growing up because they can give love, security and stability	R7	How important friendships are in making us feel happy and secure, and how people choose and make friends	R12	The importance of respecting others, even when they're very different (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs	R20	That people sometimes behave differently online, including by pretending to be someone they're not	R25	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
R2	The characteristics of healthy family life: commitment to each other, including in times of difficulty; protection and care for children and other family members; the importance of spending time together and sharing each other's lives.	R8	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	R13	Practical steps they can take in a range of different contexts to improve or support respectful relationships	R21	That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous	R26	About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe
R3	That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care	R9	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	R14	The conventions of courtesy and manners.	R22	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	R27	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
R4	That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up	R10	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right	R15	The importance of self-respect and how this links to their own happiness	R23	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	R28	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
R5	That marriage (available to both opposite and same sex couples) and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong	R11	How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.	R16	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	R24	How information and data is shared and used online	R29	How to recognise and report feelings of being unsafe or feeling bad about any adult
R6	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed			R17	About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help			R30	How to ask for advice or help for themselves or others, and to keep trying until they're heard
				R18	What a stereotype is, and how stereotypes can be unfair, negative or destructive			R31	How to report concerns or abuse, and the vocabulary and confidence needed to do so
				R19	The importance of permission-seeking and giving in relationships with friends, peers and adults			R32	Where to get advice (e.g. family, school and/or other sources)

